

- AAHE Assessment Conference, 1999, 5:3, 5:4, 5:11, 6:14
- AAHE Assessment Forum, 6:15
- Academic affairs assessment, 2:8-9
- Academic program review, 3:6
- Academic standards, 1:6
- Accreditation: outcomes assessment for, 2:10-11, 3:1-2, 3:3, 3:4-5, 3:6-7, 3:9, 3:10-11, 3:15, 4:3, 5:6; revision and development of standards for, 3:11, 6:14
- Act 359 (South Carolina), 6:4-5, 6:16
- Administrative personnel, 5:7
- Alumni surveys, 1:10-12, 4:12, 5:5
- American Assembly of Collegiate Schools of Business (AACSB), 2:10, 3:3, 3:4-5, 3:15
- ACT CAAP, 5:8, 5:9
- Annual assessment reports, 3:11, 4:12
- Armstrong, K. J., 1:10-12
- Art program assessment, 5:4-5
- Assessment, acceptance and rejection of, 2:3, 4:3, 4:14-15
- Assessment Center for Health Professional Education, 6:14
- Assessment coordinator, 1:13
- Assessment course, 5:5
- Assessment Essentials (Palomba and Banta), reviewed, 5:12
- Assessment Institute, 1998, 2:3, 2:15
- Assessment measures, 1:8-9, 1:12, 3:10, 4:8-9, 4:11, 6:12-13
- Assessment movement, 2:3, 4:3, 4:14-15
- Assessment planning, 2:10-11, 4:10-11, 4:12-14
- Assessment reporting, 3:5, 3:11, 4:12, 5:4
- Association for Institutional Research, 6:15
- Ball State University: College of Business, 3:3, 3:4-5, 3:15; University Core Curriculum, 6:1-2, 6:10-11
- Banta, T. W., 2:3, 2:15, 3:3, 3:11, 5:3, 5:11
- Basic Concepts in Business, 5:5
- Baum, P., 5:4-5, 5:7, 5:11
- Baylor College of Dentistry, 6:14
- Benchmarking, 5:3, 6:14
- Bennett, W., 3:4
- Bloom's Taxonomy of Educational Objectives, 2:7
- Bowen, R. J., 2:1-2, 2:12-13
- Brent, D. R., 1:1-4
- Brown, D., 6:8-9
- Burke, B. A., 2:1-2, 2:12-13
- Burke, J. C., 4:3, 4:14-15, 6:4-5, 6:16
- Business education assessment, 2:10-11, 3:3, 3:4-5, 3:15, 5:5
- California Academic Press, 5:13
- California State Polytechnic University, Pomona, 2:1-2, 2:12-13
- California State University, Northridge (CSUN), 5:4-5, 5:7
- Campus profiles, 2:8-9, 2:14, 4:12-14, 5:8-9
- Campus strategies, 3:8-9
- Carousel approach, 3:14
- Casalinuovo, J., 2:1-2, 2:12-13
- Center for Social Responsibility and Community, 3:14
- Chemistry curriculum redesign, 2:1-2, 2:12-13
- Classroom assessment, 2:3, 4:1-2, 4:6-7, 4:14, 5:3; of general education, 5:1-2, 5:14-15
- Coalition for Networked Information, 5:12
- Collaboration, 4:6-7, 5:3
- College Outcomes Evaluation Project, 6:8
- College Student Expectations Questionnaire (CSXQ), 2:16
- College Student Experiences Questionnaire (CSEQ), 4th ed., 1:8-9, 1:12, 2:13, 2:16
- College Student Report, 5:12
- Colorado State University, College of Business, 2:10-11
- Commission on Higher Education (CHE), 6:4-5, 6:16
- Commission on Institutions of Higher Education, 3:1-2, 3:10-11
- Commonwealth Higher Education Management Service, 6:3, 6:14
- Community college strategies, 3:12-13, 3:15, 6:8-9
- Community College Student Experiences Questionnaire (CCSEQ), 5:8, 5:9
- Comparison groups, 1:8, 2:13
- Computerized Interactive Information Retrieval System (CIIRS), 6:8-9
- Conner, J., 4:8-9, 4:11
- Content and construct validity, 3:12-13
- Continuous quality improvement (CQI), 4:1-2, 4:6-7
- Core scoring, 6:8-9
- Cost assessment, computerized, 6:9
- Course completion tracking, 3:10, 6:8-9
- Course-embedded assessment, 5:8-9
- Critical thinking assessment, 2:6-7, 3:13, 4:4-5, 4:16, 5:11, 5:13, 6:12-13
- Critical Thinking Community, 5:13
- Cultural change, 3:15, 6:6
- Curriculum Content and Evaluation, 3:4
- Curriculum redesign and development: alumni research for, 1:12; classroom-based assessment and, 5:14-15; student outcomes assessment and, 2:1-2, 2:11, 2:12-13, 3:8-9, 3:13
- Customquiz, 5:10, 5:15
- Dearing Report, 1:5-7
- Decision-making skills, 3:13
- Degree integrity, 3:11
- Departmental assessment, 2:9, 2:14, 3:6-7, 3:8-9, 3:9, 4:12, 5:4-5, 5:7, 5:11
- Departmental isolation, 4:15
- Designs for Excellence: Handbook for Institutional Self-Study, 3:6
- Developing countries, 6:14
- Drake, L., 6:15
- Dreisbach, J. H., 3:3, 3:6-7, 3:9
- Eder, D., 6:15
- Educational Testing Service (ETS), 6:8-9
- El Paso Community College, 6:8-9
- Electronic portfolios, 2:3, 5:3, 5:11
- Employer surveys, 2:10-11, 3:10, 5:5, 5:7
- Entry-level mathematics (ELM) scores, 2:1-2, 2:12
- EQUIS, 6:14
- ERIC Clearinghouse, 5:13, 6:15
- Europe, EQUIS in, 6:14
- Excellence in Higher Education (EHE), 1:1-4
- Faculty evaluations, 4:6-7
- Faculty involvement, 1:13, 3:15, 4:2, 4:3, 4:6-7, 4:14-15, 5:6-7, 5:11
- Faculty surveys, 4:14
- Fielden, J., 6:3, 6:14
- Flateby, T. L., 2:6-7
- Focus groups, 2:4, 2:10-11, 3:7
- Focused program review, 3:6-7, 3:9
- Formative assessment, 3:10, 3:11
- Framing, 4:4-5, 4:16
- Freed, J., 4:1-2, 4:6-7
- Freshman-senior differences, 4:9
- Fullner, N., 5:4-5, 5:7, 5:11
- Funding, 2:5, 3:5, 3:15, 4:8, 4:12, 5:7, 6:4-5, 6:16
- General education assessment, 4:12-13, 5:1-2, 5:14-15, 6:1-2, 6:10-11
- Good practice, principles of, 1:14-15, 4:7
- Gordon, G., 6:3, 6:6-7, 6:13
- Governance, 1:7
- GPA, 5:5
- Graduate perception survey, 2:14
- Graduate profile, 5:6-7
- Gray, P. J., 2:8-9, 2:14, 3:3, 4:12-14
- Grid for Developing a Course or Program, 3:8-9
- Group Assessment of Logical Thinking (GALT), 2:2, 2:12
- Haessig, C. J., 3:14, 5:6-7, 5:11
- Hiemenz, P. C., 2:1-2, 2:12-13
- Higher Education in the Learning Society, 1:5-7
- Higher Education Program survey, 4:3, 4:14-15
- Higher Education Research Institute faculty surveys, 4:14
- Higher-order cognitive skills assessment, 2:6-7, 4:4-5, 4:16, 5:11, 5:13, 6:12-13
- Hill, I. B., 6:1-2, 6:10-11
- Hogan, T. P., 3:3, 3:6-7, 3:9
- How College Affects Students*, 4:9
- Huba, M., 4:1
- Hubbard, D., 6:14
- Human Patient Simulator, 3:13
- Hypothesis, 4:8-9
- Imasuen, E., 3:8-9
- Indiana State University, 5:13
- Indiana University, 5:12, 6:3
- Information and computer technology, 1:8, 2:3, 4:6, 5:3, 5:10, 5:11, 6:8-9
- Information Technology in Higher Education* (Katz and Rudy), reviewed, 5:12
- Innovation for organizational change, 6:10-11
- Institutional effectiveness/institutional research, 5:11, 6:6-7, 6:13
- Institutional learning, 6:1-2, 6:10-11
- Institutional planning: student satisfaction assessment for, 2:4-5, 2:15
- Institutionwide assessment programs, 2:8-9, 2:14, 3:3, 3:6-7, 3:9, 4:12-14, 5:4-5, 5:7
- International Conference on Assessing Quality in Higher Education, 11th, 6:3, 6:14
- Interviews, 4:8, 4:9, 4:11
- ISO 9000 standards, 6:14
- Item banking, 5:10
- James Irvine Foundation, 3:11
- Juillerat, S., 2:4-5, 2:15
- Katz, R. N., 5:12
- Klugman, M., 4:1
- Kretovics, M. A., 2:10-11
- Kuh, G. D., 2:13, 2:15, 2:16
- La Potin, A. S., 3:14, 5:6-7, 5:11
- LEARN model, 4:7
- Learning about assessment, 1:3, 2:3, 2:15, 3:3, 3:4, 3:10-11, 5:7

- Learning communities, 2:6-7, 5:3  
 Learning objectives identification, 3:5, 3:9, 5:2  
 Learning organization, 6:1-2, 6:10-11  
 Learning society, 1:5-7  
 Lehr, J. K., 1:1-4  
 Lifelong learning skills assessment, 4:4-5, 4:16  
 Madison, R., 5:4-5, 5:7, 5:11  
 Major, assessment in, 5:4-5, 5:7, 5:11  
 Maki, P. L., 3:1-2, 3:3, 3:10-11  
 Malcolm Baldrige National Quality Award (MBNQA) framework, 1:1-4, 6:14  
 Manes, D., 5:8-9, 5:11  
 Marchese, T., 4:3, 4:14  
 Martin University, 3:8-9  
 McCambridge, J., 2:10-11  
 McCann, A. L., 6:14  
 Metzger, E., 2:6-7  
 Middle States Association of Schools and Colleges, 3:3, 3:6-7, 3:9, 5:6  
 Milam, J., 6:15  
 Millner, C. N., Jr., 2:1-2, 2:12-13  
 Mission resource requirement, 6:5  
 Morey, A.-J., 5:1-2, 5:11, 5:14-15  
 National Center for Higher Education Management Systems (NCHEMS), 1:14-15  
 National Committee of the National Inquiry into Higher Education, 1:5-7  
 National Education Goals, 1:14  
 National Institute of Standards and Technology (NIST), 1:1-2  
 National Survey of Student Engagement (NSSE), 5:12  
 New England Association of Schools and Colleges (NEASC) survey, 3:1-2, 3:3, 3:10-11  
 Nursing program, simulated performance assessment in, 3:12-13, 3:15  
 Objective Structured Clinical Examination, 3:12-13, 3:15  
 On-line assessment, 5:10, 6:8-9  
 Organizational learning, 6:1-2, 6:10-11  
 Organizational memory, 6:11  
 Otter, S., 1:5-7  
 Outcomes assessment: acceptance and nonacceptance of, 4:3, 4:14-15; accreditation-driven, 2:10-11, 3:1-2, 3:3, 3:4-5, 3:6-7, 3:9, 3:10-11, 3:15, 4:3, 5:6; alumni research for, 1:10-12; for curriculum redesign, 2:1-2, 2:11, 2:12-13, 3:8-9; graduate profiles for, 5:8-9; institutionwide programs of, 2:8-9, 2:14, 3:3; for organizational learning, 6:1-2, 6:10-11; program development for, 2:10-11; regional accrediting commission's survey on, 3:1-2, 3:10-11; of service learning, 3:14, 5:3; simulation, 3:12-13, 3:15; teaching and, 1:13; using, for curriculum redesign, 2:1-2, 2:12-13  
 Ownership, faculty, 5:6-7  
 Palomba, C. A., 3:3, 3:4-5, 3:15, 5:11  
 Palomba, N. A., 3:3, 3:4-5, 3:15  
 Peer review, 3:11  
 Performance assessment, 5:11; in health professions, 3:5, 3:12-13  
 Performance funding, 6:4-5, 6:16  
 Performance incentive pool, 6:5, 6:16  
 Pew Charitable Trusts, 1:14-15, 3:11, 5:11  
 Pike, G. R., 1:8-9, 1:12  
 Portfolios, course, 5:1-2, 5:14-15  
 Portfolios, institutional, 5:11  
 Portfolios, student, 2:3, 3:10, 4:11, 5:3, 5:14  
 Pratt Community College (PCC), 5:6-7  
 Primary trait analysis, 2:3  
 Problem-solving assessment, 4:4-5, 4:16, 5:11  
 Program advisory committee, 3:14  
 Program review, 3:5, 3:6-7, 3:8, 3:9, 4:12-13, 5:11, 6:1-2, 6:10-11  
 Public policy: international, 6:14; performance funding and, 6:4-5, 6:16  
 Quality assessment/assurance, international perspectives on, 6:3, 6:6-7, 6:13, 6:14  
 Quality assessment/assurance, international reports on: internal processes for, 6:6-7, 6:13  
 Quality Assurance Agency (QAA), 1:6, 6:3  
 Quality circles, 2:5, 2:15  
 Quality improvement, 1:1-4, 4:1-2, 4:6-7, 4:15, 6:4, 6:6-7, 6:13, 6:14  
 Quality indicators, 6:8-9  
 Quality-of-effort scales, 1:8-9, 1:12  
 Ramirez, P., 6:8-9  
 Rater and actor training, 3:13  
 Reasoning About Current Issues Test, 4:9  
 Reflective Judgment Interview, 4:8, 4:9  
 Regional development, 1:6-7  
 Reporting and report formats, 3:5, 3:11, 4:12, 5:4  
 Research hypothesis, 4:8-9  
 Research methodology, 4:8-9, 4:11  
 Research university assessment, 5:11  
 Residence life assessment, 4:10-11  
 Resource allocation, 2:5, 3:5, 3:15, 4:8, 4:12, 5:7, 6:4-5, 6:16  
 Rockefeller Institute survey, 4:3, 4:14-15  
 Rudner, L., 6:15  
 Rudy, J. A., 5:12  
 Rutgers University, 1:1-4  
 St. Onge, S., 4:10-11  
 Sample size, 4:8-9, 4:11  
 Sanger, J., 6:3  
 SAT scores, 2:13  
 Schechter, E., 6:15  
 Scheidt, D. M., 6:14  
 Schreiner, L. A., 2:4-5, 2:15  
 Scotland, 6:7, 6:13  
 Scott, A. G., 1:13  
 Selected issues assessment, 4:12-13  
 Selected Topics model, 3:6-7, 3:9  
 Self-assessment, 1:3, 4:4-5, 4:16, 5:11, 6:14  
 Senior/graduate surveys, 2:14, 4:12  
 Senior projects, 5:5  
 Service learning outcomes assessment, 3:14, 5:3  
 Shenton, G., 6:14  
 Shermis, M., 5:10, 5:11  
 Simulated performance assessment, 3:12-13, 3:15  
 Sinclair Community College, 3:12-13, 3:15  
 SOAP I, 2:1-2, 2:12-13  
 Software for surveys and tests, 4:6, 5:10, 5:11  
 South Africa, 6:14  
 South Carolina, performance funding in, 6:4-5, 6:16  
 Southern Illinois University (SIUC), Carbondale, 5:1-2, 5:14-15  
 Stakeholders, 2:10  
 Standardized tests, 3:10  
 State University of New York (SUNY), Brockport, 6:14  
 State University of New York (SUNY), Oneonta, 3:14  
 States: national survey of good practices in, 1:14-15  
 Statistical power, 4:9  
 Stimulus for organizational change, 6:10  
 Sturton, E. R., 3:3, 3:6-7, 3:9  
 Strategic planning, 2:8, 2:15, 4:10-11  
 Stroud, R., 6:8-9  
 Structured Simulated Clinical Examination (SSCE), 3:12-13, 3:15  
 Student affairs assessment, 4:10-11, 4:13-14  
 Student Affairs Research and Assessment, 6:15  
 Student Affairs Research Tools, 5:13  
 Student attitude and self-confidence survey, 2:12  
 Student expectations, 2:5, 2:16  
 Student experiences surveys, 1:8-9, 1:12, 1:14-15, 2:4-5, 2:9, 2:13, 2:14, 2:15, 2:16, 3:7, 3:10, 4:12, 4:13-14, 5:7, 5:9, 5:12  
 Student involvement, 4:6-7  
 Student Satisfaction Inventory (SSI), 2:4-5, 2:15  
 Student self-evaluations, 4:4-5, 4:16, 5:11, 6:14  
 Subject matter experts, 3:12-13  
 Summer grants, 3:5, 3:15  
 Sun, J. R., 1:13  
 Survey Pro, 4:6  
 Survey software, 4:6, 5:10, 5:11  
 Syllabus review, 3:8-9  
 Syracuse University, 4:10-11  
*Tasks in Critical Thinking*, 6:8-9  
 Teaching improvement: classroom assessment and, 4:1-2, 4:6-7; continuous quality improvement and, 4:1-2, 4:6-7; linking student outcomes to, 1:13  
 Teams, faculty, 2:3, 4:6-7  
 Tennessee model of performance funding, 6:5  
 Terkla, D. G., 1:10-12  
 Test Locator, 5:13, 6:15  
 Total Quality Management (TQM), 6:4, 6:14  
 Town hall meetings, 5:5  
 Tufts University School of Veterinary Medicine (TUSVM), 1:10-12  
 Unit review, on-line, 6:8-9  
 United Kingdom, higher education and quality assurance in, 1:5-7, 6:3, 6:7, 6:13  
 University of Arizona, Arizona International Campus (AIC), 1:13  
 University of Scranton, 3:6-7, 3:9, 3:11, 4:12-14  
 University of South Florida (USF), 2:6-7  
 University of Strathclyde, Scotland, 6:3, 6:7, 6:13  
 Unstructured problems, 4:4-5, 4:16  
 Vision statement, 4:10  
 Walker, D. A., 4:6  
 Walton, E. D., 2:1-2, 2:12-13  
 Walvoord, B., 2:3  
 Western Association of Colleges and Schools (WASC), 3:3, 3:11  
 Wingspread Seven Principles of Good Practice, 1:14  
 Wojciechowski, W. A., 5:8-9, 5:11  
 Wolcott, S. K., 4:4-5, 4:16  
 Wolff, R., 3:3, 3:11  
 Wood, J., 4:8-9, 4:11  
 Workshops on assessment, 1:3, 2:3, 3:3, 3:10-11  
 World Wide Web: assessment resources on, 5:11, 5:13, 6:15; courses on, 5:3, 5:11; surveys and tests based on, 5:3, 5:10  
 Writing-across-the-curriculum, 2:6-7  
 Writing assessment, 2:6-7  
 Youngstown State University (YSU), 2:8-9, 2:14

